

TRAINED WOMAN AND HER SERVICE

Holds Important Position In Relation to Future Citizenship of the State

Address of Mrs. J. A. Brown, before Alumni Association of the State Normal College, May 22, 1911.



IN A CHAPEL in Roslyn, Scotland, is an old English picture that represents a king wearing his crown and underneath is the inscription "I govern all." By his side is a bishop arrayed in ecclesiastical vestments, and beneath "I pray for all." Next him is a soldier in uniform and beneath "I fight for all." By his side is a farmer who ruefully exclaims, "I feed all."

Since it is true that the child of today is the citizen of tomorrow, it may safely be claimed that the woman citizen of the State laboring in the home and school, combines all four,—she rules all, prays for all, fights for all, and metaphorically and literally feeds all. Since she occupies such an important position in relation to the future citizenship of the state, it is of supreme importance to every State that she be properly trained for her great work.

Early in her history, our State, anticipating Macaulay's motto, "the first business of a State is the education of her citizens," established a system of public schools, and a University for her sons. But it remained for Dr. McIver to show our State that her daughters were also citizens—yea more—the most important half in her educational economy, and to convince her that the key to the solution of this "business problem" is the introduction of trained teachers into every county, every school and every home.

Prior to 1893 the State had made no adequate provision for training either men or women for teaching, though she had recognized the need of it by establishing, with the aid of the Peabody fund, summer normal schools at the university and elsewhere and later county institutes. So familiar are the facts leading to the establishment of the State Normal and Industrial College for women that any mention of them must risk the fate of a twice told tale. North Carolina has given us this college, our woman's university, which, together with the university at Chapel Hill, and the A. and M. at Raleigh, form the real university of the State, and she seeks to maintain and enlarge the institution, which is not only evidence of the popular appreciation of the college, but is pregnant with promise.

College life is full of pleasantness and variety, and the education and manner of living especially at the State Normal and Industrial College, is well suited to the majority of clever girls. They learn to stand on their own feet, they learn the responsibility to their fellow students, narrowness is shed as an outworn garment; they learn what they can and what they cannot do—in a word, they find themselves. It is something to have had before the heat and struggle, these years in which we develop high ideals of professional and social ambition. It is something to have learned once those student habits which can never be quite forgotten, but remain an ever present refuge in later years. But it has never been the mission of our college to minister to self-culture for its own sake alone, but rather to stimulate to active work serviceable tasks for widespread good.

From its very beginning, our college may be said to have adopted and followed out this motto: "Social service is the duty of all; education makes this service intelligent and fruitful; without service, education defeats its own ends; hence the plea for social service." And so we who owe allegiance to this institution, though talents differ and pathways of service depart in the many spheres of life, find particular satisfaction in knowing that we are all agreed upon serving the State.

Our State has founded and supported colleges, universities and other institutions of learning. What answer can be given should she now ask: "What direct return has been made to me for this assistance? Have those in whom I have invested kept in mind their debt to me, and the dignity and needs of my service?" While it may be stated as a general result that the State has been well served by all her institutions of higher learning, yet in order to give a reply of some definite sort to this perfectly legitimate question, I shall answer only for the college represented by the Alumnae here convened.

Those who have given the subject intelligent consideration are agreed that under the leadership of Dr. McIver, the college contributed a large part to the educational awakening of North Carolina. In addition to his own personal influence, he was able by some divine alchemy, of enthusiasm to thoroughly imbue all students with the idea of universal education, and his

successor has wisely continued and emphasized this policy.

To June, 1910, 4,069 young women had matriculated at the college; two-thirds of this goodly number became teachers. Of her 504 graduates, nine-tenths entered the teaching profession. These young women, going to all parts of North Carolina, afire with zeal and love of the State and her people, did much toward converting the people to the principle of public education, and local taxation.

We would not fail to mention the Women's Association for the Betterment of Public School houses in North Carolina, organized and launched by this college as another direct and potent contribution to the service of the State. Just what this movement has meant to North Carolina would take pages to recite, where there is only time for a sentence. Nor should we fail to mention the helpful college extension work, inaugurated by Dr. Foust, and announced to us at our last meeting.

Bulletins are to be issued from the several departments of the college. Miss Jamison's Bulletin, the first in this course, is now being used by many housekeepers and also as a text-book by the Domestic Science classes in some of our high schools. Miss Michaux has been sent by the college to work with the primary teachers of Forsyth county. You will hear fully of this work in her report to be given you later. While this work is entirely under the direction of our college, it was made possible by the generosity of the Southern Education Board. In addition to these direct services, the student here imbibes a college spirit that is catholic and wholesome. The college atmosphere discourages elanishness or the assumed superiority of one class of students over another. On the contrary, noblesse oblige, education, wealth or position rather imposes the greater responsibility, and the college trained woman must be tolerant and patient, and give, give, give! And so the Normal graduate goes out and takes her place in the world in accordance with the rules of common sense, and has done much to break down the objection to college education, once characterized as a "wall of caste, with good honest labor on one side and a false and frivolous culture on the other."

The alumnae of this institution, by their earnestness and fidelity, have won the State to the idea of educating their women as well as their men. Since the State Normal College came into being, other colleges for women are awakening to the necessity of endowments, loan funds, domestic science and teacher training departments.

It may be interesting and profitable here to note briefly some of the services being rendered by our alumnae, not only in the State but in the broader field of the world. In addition to the large army of teachers already mentioned, about fifty have chosen as their work the profession of trained nurse, and are ministering to the sick from New England to Panama. Twelve are missionaries in foreign fields, and six in training for this great work. Some are merchants, owning their own businesses. Some are employed in Y. W. C. A. work; many are stenographers; one is a chemist, one a practicing lawyer, and one holds the responsible position of resident physician in a college as large as our own. Many have chairs in women's colleges, a few are on the stage.

It has been objected that our alumnae are not anxious to marry, become home-makers, rear children. Let our more than 1,500 who are now happy wives and mothers refute this charge. It is true that the enlargement in the range of the professional and industrial employments has had a valuable reflex effect upon the social position of women. When such employments were unobtainable or greatly restricted in number—before the day of the busy, healthy, cheerful bachelor girl—women were sometimes tempted into undesirable marriages in order to secure a home and maintenance or to escape the opprobrium of spinsterhood. Anything that makes it difficult for an idle or a vicious man to secure the hand of a good woman will have a useful influence, both on the standards of morality and intelligence of men themselves. Nature may be trusted to take care of her own laws, and the special duties which she has assigned paramount.

In summarizing the services rendered by our college women, it is well to mention that silent band who serve the state by self-improvement, by personal development. It may be said with truth that they also serve the State "who only stand and wait," who by excellence of mind and heart are living examples to a less cultured world.

Going out from the State Normal and Industrial College, wherever our alumnae elect to labor, in the home, in the school room, in the hospital, in the shop or in the professions, they stand for a life of usefulness and self-support. A glance at the careers of these women intensifies our faith in the future of this college that could produce in its prentice days, so splendid an array of strong women, leaders in education, in religious and social uplift, and in patriotic endeavor everywhere, women determined upon establishing the highest standards, the very best conditions for our people—especially our young people—to work under. They not only accept conditions in a spirit of optimism, but they seek to better these conditions, to make

brighter the lives of others, and to prove by their example that education properly applied, means living the helpful life.

I think it may be clearly seen that this college, through her alumnae, has "shown herself approved, a workman that needeth not to be ashamed." The harvest which the State is to reap for her investment here has only just begun. "The past is our heritage, the present our opportunity." The doctrines formulated in theory and announced and made practical by our beloved founder can not but be a source of power for good through the active exertions of this alumnus body. What service may we render to our State and college in the future?

Our first work is to complete raising the McIver Loan Fund. We have something like \$20,000 pledged and this should be collected while we undertake an active campaign for securing additional pledges. "A narrow road may have after all the widest horizon if only it leads over the heights." We must not lay our armor down until this fund has reached dignified and adequate proportions. Let it not be said of this association, "The mountain was in labor, and brought forth a mouse." While it is true that if we lack unity of aim we may suffer from dissipation of energy, yet it occurs to me that along with our work for the loan fund, there is a service we may undertake for the State that will require not money but work on our part. I refer to the inauguration of an active campaign for regular and compulsory school medical examination and treatment. A glance at what is being discovered as to physical handicaps of children is enough to make of us veritable crusaders for the removal of these in our own State. There are enlarged tonsils and adenoids, the removal of which is a trifling operation, but if allowed to remain give liability to tonsillitis and diphtheria, results in defective hearing as well as breathing, and stunts the growth of body and brain, consigning the child to the army of dull and delicate children. Defective eyesight is even more common than defective hearing. It destroys the nervous system and results in general weakness of mind and body. A Boston eye expert declares "I have seen a number of mentally defective and feeble-minded children take rapid strides in mental development after a proper correction of their eye defects."

A crooked tooth sounds unimportant, but experience has shown that in a child, through impaired digestion, it may completely disarrange its bodily, mental and moral development.

In this country, Chicago took the lead along these lines, when it was accidentally discovered during an epidemic of scarlet fever and piththetia that a considerable majority of the children were the victims of various physical defects, which called for immediate correction. New York City took up the idea the next year, and of her 650,000 school children, 200,000 had defective eyesight, more than that number had bad or crooked teeth, over 20,000 were suffering from serious nose and throat troubles, and so on down the list, but nearly all were cured by simple operation or treatment. Much "badness" in children has been found to be a disease resulting from neglected physical defects. Of fifty boys in the New York truancy school, thirty-three were found to be suffering from adenoids, and sixteen from enlarged tonsils.

In addition to all these ailments, the south has the hookworm to fight. It is regrettable that it has become popular for some misguided humorists of the press and others where, to pour ridicule upon this disease, to discount its importance, and even to deny its existence. But seeing is believing, and for all that it is among us, not only in the homes of the poor, but in those of the well-to-do, and even the wealthy. Since the time in which the memory of man runneth not to the contrary, it has been the inalienable right of the southern plantation child, from the mansion to the hovel, to discard shoes during the hot months, and the most aristocratic of parents had not the heartlessness to deny us this pleasure. And so the disease found lodgment. We should feel no humiliation that it where, but rather should shame overwhelm us if we take no steps to wipe it out.

One of our thoroughly interested teachers from the class of 1910, tells me: "I've had a good chance to study the sub-normal child, because the advanced first grade is the dumping off ground—the grade made up of leftovers. I have looked at every throat in my room, and I can not recall a single one that is perfectly normal. Nearly all have adenoids, enlarged tonsils, throat trouble or hookworm. I doubt whether any of these have been treated even after examination showed the necessity."

But the bright side of the problem is that the remedies are so simple. And so I think you will agree with me that what the public schools of North Carolina need most of all is compulsory and regular medical inspection and treatment. No child should be allowed to enter school, or, if already there, to remain until he has been examined—eye, ear, nose, throat, teeth and specially as regards the intestinal tract, which reveals the existence of the hookworm disease. Hookworm examination was carried on this year and any one may be examined free of charge by writing to the board of health; but the point is many parents will not do this either on account of ignorance or indifference. Hence the need of the treatment being compul-

sory. The State has taken steps to provide an institution for the feeble-minded. This institution is greatly needed, but I maintain that if we made medical inspection and treatment compulsory, we will not have so many feeble-minded people, and the next generation will have small need for such an institution.

We are reminded that if we visit a cotton mill, we will notice the weaver stop the loom, tie a broken thread and start the machine again. The thread neglected would run a flaw through the whole piece, injuring its beauty and strength. The lives of those around us are being woven in with our own, and the resulting social fabric will be no better than the average thread. Many human threads are defective, weak or knotty. Let us watch the loom, unravel the knots, relieve the tension so the threads may not break and tie them if they do. Teachers and parents should help the State by planning and providing ways and means of bettering the lot of the backward child, the "out-of-step" child—the educable defective.

I trust that some detailed plan of work may be drawn up immediately, and that we may help to make this the era of good for the backward child, and that its beneficent results may be seen later in the greater happiness, health and power of the Old North State.

On a former occasion it was declared "where there is no vision the people perish." On another similar instance the mission of the college woman was announced as of great service in uplifting conditions. I would declare the power and value of practical and enlightened effort along lines laid down by our college—of a direct, expert contribution of effort to public good and social advancement of the utilization of education and training in as wide as possible a way.

THE HOE LIBRARY.

The sale of the first part of the library of the late Mr. Robert Hoe, which ended two days ago, continues to be discussed because of the unusually high prices fetched by many of the books. On Friday, April 29, Walter M. Hill, of Chicago, paid \$21,000 for "Helyas, Knight of the Swanne," a small quarto printed on vellum at London in 1512. On Monday of last week Mr. J. Pierpont Morgan, through his librarian, Miss Greene, purchased for \$42,800 a copy of the first edition of Sir Thomas Malory's "Le Morte d'Arthur," printed by Caxton at Westminster in 1485. Next to the \$50,000 paid for the Gutenberg Bible, early in the sale, this was the highest price paid for any one book. Rare manuscripts went for large sums, notably the "Pembroke Hours" for \$33,000 and the "Hours of Anne de Beaujeu" for \$24,000. A copy of the first edition of the Directory of New York, compiled by David Franks and printed by Shepard Kollock in 1786, was sold to Mr. George D. Smith, dealer, for \$2,275. On the same day (Wednesday) a copy of the first Aldine edition of Petrarch's "Le Cose Volgari" was bought by Mr. Bernard Quaritch, the well-known London dealer, for \$4,100. On the following day, four folios of Shakespeare and eight of his quartos were sold. Of these, a first folio (1623) brought \$13,000—a little less than perfect examples have brought at past sales. The quartos went to various collectors for a total of \$13,600; while a copy of Shakespeare's Poems, printed in 1640, brought \$2,700.

Thursday's record price was \$13,500, paid by Mr. Quaritch for Berg's (or Suso's) "Torloque de Patience," Paris in 1492. On Friday afternoon Mr. Smith paid \$10,000 for Winthrop's "Declaration." Cambridge, Mass., 1645. Part I. of the library has yielded the surprising sum of \$997,263.—New York Times Book Review.

"THE BOOK STALL"

It stands in a winding street,
A quiet and restful nook,
Apart from the endless beat
Of the noisy heart of trade;
There's never a spot more cool
Of a hot midsummer day
By the brink of a forest pool,
Or the bank of a chrystal brook
In the maple's breezy shade,
Than the bookstall old and gray.

Here are precious gems of thought
That were quarried long ago,
Some in vellum bound, and wrought
With letters and lives of gold;
Here are curious rows of "calf,"
And perchance an Elzevir;
Here are countless "mos" of chaff,
And a parchment folio,
Like leaves that are cracked with cold,
All puckered and brown and sere.

In every age and clime
Live the monarchs of the brain,
And the lords of prose and rhyme,
Years after the long last sleep
Has come to the kings of earth
And their names have passed away,
Rule on through death and birth;
And the thrones of their domain
Are found where the shades are deep
In the bookstall old and gray.
—From Laurel Wreaths for Books